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ABSTRACT

This is the fourth in a series of reports comprising a nationwide review of the Teacher Corps program; it assesses the program at the University of Southern California and participating schools in Los Angeles and Riverside counties. The program focused on the special educational needs of Mexican-American and black children living in the Los Angeles metropolitan area. Corps members worked with individuals or small groups of children who had language difficulties, disciplinary problems, or were slow learners. Some regular teachers adopted corps members' techniques but others believed that the innovations were not of particular benefit. Corps members were instrumental in the development and operation of learning centers which provided elementary school children with materials for developing their knowledge of mathematics, science, and social studies, and which continued operating after the end of the program. Members also organized or participated in community activities. Eighty-two percent of the interns continued in teaching, most in areas serving low-income families. The university developed two teacher preparation programs modeled in some respects on the Teacher Corps program. The General Accounting Office believes the effectiveness of the programs could be increased by the wider dissemination of information on successful experiments and teaching techniques. Related documents are ED 005 208, ED 005 252, and ED 005 140. (MBM)

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REPORT TO THE CONGRESS

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Assessment Of The Teacher Corps Program At The University Of Southern California And Participating Schools In Los Angeles And Riverside Counties

B-164031(1)

Office of Education
Department of Health, Education,
and Welfare

BY THE COMPTROLLER GENERAL OF THE UNITED STATES

1

JULY 9, 1971

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COMPTROLLER GENERAL OF THE UNITED STATES
WASHINGTON, D.C. 20548

B-164031(1)

To the President of the Senate and the
Speaker of the House of Representatives

This is our report on our assessment of the Teacher Corps program at the University of Southern California and participating schools in Los Angeles and Riverside Counties. This program is authorized by title V of the Higher Education Act of 1965 (20 U.S.C. 1101) and is administered by the Office of Education, Department of Health, Education, and Welfare.

Our review was made pursuant to the Budget and Accounting Act, 1921 (31 U.S.C. 53), and the Accounting and Auditing Act of 1950 (31 U.S.C. 67).

Copies of this report are being sent to the Director, Office of Management and Budget; the Secretary of Health, Education, and Welfare; and the Commissioner of Education, Department of Health, Education, and Welfare.

Comptroller General
of the United States

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ABBREVIATIONS

GAO	General Accounting Office
HEW	Department of Health, Education, and Welfare
USC	University of Southern California

COMPTROLLER GENERAL'S REPORT TO THE CONGRESS

ASSESSMENT OF THE TEACHER CORPS PROGRAM AT THE UNIVERSITY OF SOUTHERN CALIFORNIA AND PARTICIPATING SCHOOLS IN LOS ANGELES AND RIVERSIDE COUNTIES

Office of Education, Department of Health, Education, and Welfare B-164031(1)

D I G E S T

WHY THE REVIEW WAS MADE

This is the fourth in a series of reports by the General Accounting Office (GAO) comprising a nationwide review of the Teacher Corps program. (See app. III.) This report assesses the program at the University of Southern California (USC) and participating schools in Los Angeles and Riverside Counties in California. The program is referred to as the USC urban program.

Background

The Teacher Corps was established in the Office of Education, Department of Health, Education, and Welfare (HEW), under the Higher Education Act of 1965.

Its objectives are to strengthen educational opportunities for children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs for training teachers.

The Teacher Corps recruits and trains qualified teachers (team leaders) and inexperienced teacher-interns for service in areas of low-income families. Members of the corps are assigned to schools in teams, each consisting of a team leader and several interns. The interns also engage in courses of study leading to college or university degrees and to qualification for State teaching certificates.

Local educational agencies are expected to pay at least 10 percent of the salaries of Teacher Corps members; the Office of Education pays the remainder of the salaries and the costs of the interns' courses. (See p. 8.)

Federal appropriations for the Teacher Corps program totaled about $77 million from its inception through June 1970. During this period Federal funds of about $2.7 million were expended under the USC urban program. (See p. 9.)

FINDINGS AND CONCLUSIONS

Strengthening educational opportunities

The USC urban program focused upon the special educational needs of Mexican-American and black children living in the urban Los Angeles metropolitan area. The program strengthened educational opportunities available to children in the schools where corps members were assigned. (See pp. 11 and 17.)

Corps members worked with individual, or small groups of, children who, in many cases, had language difficulties or disciplinary problems or who were slow learners. (See p. 19.) They also introduced teaching methods not previously used in the schools to which they were assigned, such as

--having children read books written by interns that had been based on stories told by the children about objects which they had photographed,

--stimulating children to learn how to spell by using words in which they had shown a particular interest,

--having children prepare school newspapers as a means of developing writing skills, and

--improving the self-image and confidence of low-achieving children by having them participate in plays or by having them see themselves on closed-circuit television. (See p. 21.)

Corps members in one of the seven school districts gave standardized national reading achievement tests to 30 low-achieving children with whom they had worked. The tests indicated that these children had increased their reading levels by an average 2.4 grades during a year. (See p. 22.) A principal in another school district stated that the corps members' use of the Spanish language to teach classes had enabled Mexican-American children who spoke little or no English to keep up in their academic work. (See p. 25.)

Some school officials and regular teachers adopted corps members' teaching techniques, but others did not because they believed that the corps members' innovations were not of particular benefit. Some stated that the corps members needed to be better prepared in basic teaching or that they had been too quick to criticize existing teaching methods. (See pp. 21 and 25.)

Corps members were instrumental in the development and operation of learning centers that provided elementary school children with laboratory materials that they could use in developing their knowledge in mathematics, science, and social studies. These centers continued operating after the corps members had completed their assignments. (See p. 22.)

GAO was informed that, if Federal funding of the Teacher Corps program were discontinued, some school districts would lack the funds to carry on other corps member educational services. GAO believes that the impact of the program will be lessened to the extent that beneficial corps member approaches to educating children will be discontinued after Federal funding ceases. (See p. 23.)

Corps members also organized or participated in community activities which provided educational opportunities to children and their parents, such as

--taking the children on trips to museums, zoos, and recreational areas,

--attending Parent-Teacher Association meetings and visiting children's homes,

--establishing a day summer educational program for improving language and reading capabilities of children, and

--developing education programs for adults. (See p. 25.)

Of the 88 interns who had completed the program at the time of GAO's review, 72 (82 percent) either were teaching or had contracts to teach. Most of these teaching positions were in areas serving low-income families. (See p. 28.)

Broadening teacher preparation programs

The USC urban program had some success in broadening the university's teacher preparation program. The university established a new curriculum which was designed to be more relevant to preparing the Teacher Corps interns to teach children from low-income families. (See p. 31.)

Interns were given courses in such subjects as

--Mexican-American and black ethnic studies designed to provide interns with the knowledge and cultural awareness that they would need in dealing with and teaching minority students,

--the teaching of English as a second language to meet the needs of Mexican-American children who spoke little or no English, and

--family life in depressed urban areas. (See p. 32.)

USC developed two teacher-training programs that were modeled, in some respects, after its urban Teacher Corps program. One program was established to provide intern positiors to individuals who could not be accommodated by USC's Teacher Corps program. It was discontinued after 1 year because the participating local school district lacked sufficient staff and funds. The other program was designed to train teachers

to teach English to adults who were not fluent in the language. (See p. 33.)

A university official believed that the urban program had made the USC School of Education more aware of the need to prepare individuals for teaching children from culturally different low-income families. (See p. 33.)

Although the university made some changes in its regular teacher-training program as a result of its experience with the urban program, most of the courses which were adapted for Teacher Corps interns were not offered as part of the regular teacher-training program. USC officials informed GAO that formal procedures had not been established for evaluating the specialized courses and techniques used in the urban Teacher Corps program to identify those that would warrant inclusion in the regular teacher preparation program. (See pp. 33 to 35.)

USC plans, in accordance with revised Teacher Corps guidelines, to increase its emphasis on evaluation of the special curriculum and teaching approaches used in its latest urban Teacher Corps program for the purpose of identifying and retaining those features that are found to be successful. (See p. 36.)

Role of California Department of Education

GAO believes that the effectiveness of the Teacher Corps programs in California could be enhanced through broader dissemination by the California Department of Education of information concerning experiments and teaching techniques successfully used in the Teacher Corps programs in the State. In GAO's opinion, such information would be of particular benefit to educational institutions in California that have not undertaken Teacher Corps programs. (See pp. 38 and 39.)

RECOMMENDATIONS OR SUGGESTIONS

The Secretary of HEW should provide for the Office of Education to

--stay abreast of USC's progress in evaluating teaching approaches introduced under its latest urban Teacher Corps program to assure itself that the successful features of the Teacher Corps are included in teacher preparation courses for other students interested in teaching in low-income areas (see p. 36) and

--discuss with the California Department of Education the most appropriate means of disseminating information concerning experiments and teaching techniques successfully used in Teacher Corps programs in California to other educational institutions in the State, particularly those not participating in Teacher Corps programs (see p. 39.)

AGENCY ACTIONS AND UNRESOLVED ISSUES

The Assistant Secretary, Comptroller, HEW, agreed with GAO. He stated that Teacher Corps headquarters would redouble its efforts to stay abreast of USC's urban Teacher Corps program and would see that successful elements were incorporated into the university's regular teacher-training program. (See p. 36.)

He said that Teacher Corps headquarters also would encourage officials in the California Department of Education to make increased efforts to disseminate information on successful elements of the Teacher Corps programs and other teacher-training programs throughout the State. (See p. 39.)

MATTERS FOR CONSIDERATION BY THE CONGRESS

This series of reports provides the Congress with information on the effectiveness of the Teacher Corps program in achieving its legislative objectives and on the measures needed to improve its effectiveness. The contents of this report and others in the series may be of use to the Congress in its deliberations on extending the program.

CHAPTER 1

INTRODUCTION

We evaluated the effectiveness of the Teacher Corps program in accomplishing its legislative objectives at the University of Southern California in Los Angeles and at participating school districts in Los Angeles and Riverside Counties. These objectives are

--to strengthen the educational opportunities available to children in areas having concentrations of low-income families and

--to encourage colleges and universities to broaden their programs for training teachers.

To accomplish these objectives, the Teacher Corps is authorized to (1) attract and train qualified teachers who will be made available to local educational agencies for teaching in areas of low-income families;[1] (2) attract and train inexperienced teacher-interns who will be made available to local educational agencies in such areas for teaching and in-service training in teams led by experienced teachers; (3) attract volunteers to serve as part-time tutors or full-time instructional assistants in programs carried out by local educational agencies and institutions of higher education serving such areas; and (4) attract and train educational personnel to provide training, including literacy and communications skills, for juvenile delinquents, youth offenders, and adult criminal offenders. The last two

---

[1]The enabling legislation permitted experienced teachers to be assigned to local educational agencies individually or as the heads of teaching teams. Public Law 90-35, approved June 29, 1967, amended the legislation to permit experienced teachers to be assigned only as the heads of teaching teams.

means of achieving the Teacher Corps program objectives were authorized subsequent to the commencement of our review by Public Law 91-230--an act to extend programs of assistance for elementary and secondary education--approved April 13, 1970, and therefore were not within the scope of our review.

This review was one of several made by us at selected universities and local educational agencies throughout the Nation.

OPERATION OF TEACHER CORPS PROGRAM

The Teacher Corps was established in the Office of Education, Department of Health, Education, and Welfare, pursuant to title V, part B, of the Higher Education Act of 1965, as amended (20 U.S.C. 1101). The Teacher Corps is basically a locally controlled and operated program. The Office of Education provides funds to operate approved Teacher Corps programs which have been locally conceived to meet local needs and which have been approved by the applicable State educational agency. To be eligible for approval, a program must be designed to serve children in areas having high concentrations of poverty.

Persons eligible to be enrolled in the Teacher Corps are (1) experienced teachers, (2) persons who have baccalaureate degrees or their equivalent, and (3) persons who have completed 2 years in programs leading toward baccalaureate degrees. The corps members, after being selected, are placed in teams, each consisting of an experienced teacher--the team leader--and a number of teacher-interns.

During their service the interns receive training and instruction leading to appropriate degrees from the participating college or university and to qualification for State teaching certification. The training consists of academic courses, work in the classrooms of local schools, and participation in community-based education activities.

While in the schools, corps members are under the direct supervision of officials of the local educational agency to which they have been assigned. Local educational agencies, with certain exceptions, are authorized to

(1) assign and transfer corps members within the school system, (2) determine the subject matter to be taught, and (3) determine the terms and continuance of the assignments of corps members within the system. Corps members, however, may not be used to replace any teachers who are, or otherwise would have been, employed by the local educational agency.

The Teacher Corps program operates on a cycle basis. A cycle generally consists of preservice training--a period of no more than 3 months during which the corps members' suitability for acceptance into the program is determined--and 2 academic years with an intervening summer. Certain programs, however, operate for a shorter period of time. The authorizing legislation provides for enrollment of corps members for periods of up to 2 years. A new Teacher Corps cycle started each year, beginning with the first cycle in 1966.

The cost of the interns' courses and the administrative costs of the college or university and the local educational agencies are paid by the Office of Education. The local educational agencies are expected to pay at least 10 percent of the corps members' salaries and related benefits while they are in the schools, and the Office of Education pays the remainder.

Team leaders are to be compensated at a rate agreed to by the local educational agency and by the Commissioner of Education. At the time that our review began, interns either were paid at a rate which was equal to the lowest rate paid by the local educational agency for teaching full time in the school system and grade to which an intern was assigned or were paid $75 a week plus $15 a week for each dependent, whichever amount was less.

Public Law 91-230, however, amended the compensation authorized for interns by providing that they either be paid at a rate which did not exceed the lowest rate paid by the local educational agency for teaching full time in the school system and grade to which an intern was assigned or be paid $90 a week plus $15 a week for each dependent, whichever amount was less.

FUNDING

From inception of the Teacher Corps program in fiscal year 1966 through fiscal year 1970, funds authorized and appropriated by the Congress for the Teacher Corps program, nationwide, were as follows:

Fiscal year	Authorization	Appropriation
1966	$ 36,100,000	$ 9,500,000
1967	64,715,000	11,323,000
1968	33,000,000	13,500,000
1969	46,000,000	20,900,000
1970	80,000,000	21,737,000
Total	$259,815,000	$76,960,000

The USC urban program has been operational since the first Teacher Corps cycle, which began in 1966. As of June 1970, USC and participating local school districts involved in the urban program had expended about $2.7 million in funds provided by the Office of Education, as follows:

Grantees (note a)	Expenditures
USC	$1,197,400
Enterprise City School District	413,500
Compton City School District	191,600
Compton Union High School District	90,600
Willowbrook Elementary School District	257,700
Garvey Elementary School District	186,400
El Monte Elementary School District	125,100
Jurupa Unified School District	285,700
Total	$2,748,000

[a]All are in Los Angeles County except Jurupa Unified School District, which is in Riverside County.

PROGRAM PARTICIPATION

Certain nationwide data relating to participation in the Teacher Corps program from its inception in fiscal year 1966 through fiscal year 1970 is shown in the tabulation below.

	Entered program			Completed program			Percent of dropout		
Cycle	Interns	Team leaders	Total	Interns	Team leaders	Total	Interns	Team leaders	All corps members
I	1,279	337	1,616	627	170	797	51	50	51
II	882	152	1,034	674	143	817	24	6	21
III	1,029	186	1,215	832	170	1,002	19	10	18
IV[a]	1,375	200	1,575	-	-	-	-	-	-
V[a]	1,445	221	1,666	-	-	-	-	-	-

[a]Participants had not completed the program at the time of our review.

CHAPTER 2

USC URBAN TEACHER CORPS PROGRAM

The USC urban program has been a cooperative effort involving USC, seven school districts in Los Angeles and Riverside Counties, local communities, and the California Department of Education. The goal of the program's first four cycles was to train as teachers of economically disadvantaged children of different cultures individuals who had undergraduate degrees in fields other than education. Emphasis was to be focused upon the special educational needs of urban Mexican-American and black children. For its fifth cycle the program adjusted its goals to concentrate on training teachers who would understand the causes of delinquency and who would have a special awareness of the unique educational and emotional problems of the delinquent-prone child.

The urban program, initiated in 1966, has been in operation for five continuous cycles. At the time of our review, the program had completed three cycles--cycle I (1966-68), cycle II (1967-69), and cycle III (1968-70). Cycles IV and V were in process and were scheduled to be completed in June 1971 and 1972, respectively.

The program for all cycles was a 2-year graduate student program with university course work and a teaching internship leading to a Master of Science degree in education and a State teaching credential. Each cycle consisted of a preservice training phase at USC during the summer prior to the first school year in a cycle; 2 school years in which the corps members spent their time in training at local schools, attending USC classes, and participating in community activities; and an interim summer phase in which the corps members continued university course work and undertook community projects.

USC, located in the Los Angeles metropolitan area, had a full-time enrollment of about 9,000 undergraduate and 11,000 graduate and professional school students for the 1969-70 school year. The USC School of Education, which is responsible for teacher training, awarded 139 undergraduate and 572 graduate degrees during that school year.

The urban program is one of two Teacher Corps programs administered by the USC Department of Teacher Education within the School of Education. The other, known as the USC rural migrant program, is the subject of a separate GAO review. This program was designed to improve the educational opportunities of children of rural migrant families in certain school districts in Tulare County, California. Prospective teachers in the program were prepared to recognize and cope with the "timid and passive character of the migrant community" to bring about better communication and understanding between migrant and residential communities for the benefit of the children.

The urban program is modeled after a USC-developed teacher-intern program supported by a private foundation during the 1950's. As of June 1970, USC was maintaining four other graduate internship programs which offered students (1) courses aimed at making the teachers aware of the characteristics and problems of the school community, (2) internships for teaching students in low-income area schools surrounding USC, (3) the academic training necessary to meet State teacher credential requirements, and (4) the opportunity for the completion of studies for a master's degree in education.

Seven school districts in southern California participated in the urban program with USC. Six of the districts are located in the urban Los Angeles metropolitan area, and one is located about 60 miles east of the city of Los Angeles.

Certain information on the school districts which participated in the urban program are summarized below.

School district	Cycles in which districts participated in the urban program	Total number of schools in the districts	Schools participating in the urban program		
			Number	Enrollment	Percent of pupils from low-income families
Enterprise City (note a)	I, II, III, IV	4	4	2,987	27 to 51
Willowbrook Elementary (note a)	I, II, III, IV	5	4	2,686	29 to 36
Compton City (note a)	II, III, IV	20	4	2,822	35 to 63
Compton Union High (note a)	II, IV	11	1[b]	213	32
Garvey Elementary	I, II, III[c]	11	4	3,208	50 to 51
El Monte Elementary	II, III, IV	17	5	3,377	42 to 57
Jurupa Unified	I, II, III, IV	12	6	5,378	33 to 56
Total		80	28	20,671	

[a]These districts became the Compton Unified School District on July 1, 1970.

[b]This school is a continuation high school serving problem students referred by the other 10 schools in the district.

[c]Withdrew from the program midway through cycle III.

The schools at which the interns were trained were elementary schools except the school in the Compton Union High School District and one senior high school in the Jurupa Unified School District. The Compton Unified and El Monte Elementary School Districts also are participating with USC in the cycle V urban program.

All the districts in the program have concentrations of children from low-income families. According to the USC program proposals and a study furnished by one of the school districts, the residents of the districts presently constituting the Compton Unified School District are predominantly black, and the Garvey Elementary and El Monte Elementary School Districts have high percentages of Mexican-American residents. The residents of the Jurupa Unified School District are predominantly white, but some schools in the district have concentrations of Mexican-American and black children.

Although joint program proposals for each cycle were prepared by USC and the participating school districts, USC and the school districts received and accounted for their grants separately.

The urban program was administered by a program director who was the director of the USC Department of Teacher Education. Each of the school districts designated a program coordinator to administer program activities for the district.

SELECTION OF INTERNS

The urban program's selection process was generally effective in providing interns qualified to be trained as teachers of children from low-income families.

In cycle I the interns were selected primarily by USC from applicants referred to the program from the Teacher Corps' national pool of applicants interested in working in the Los Angeles area.

Beginning with cycle II, the urban program used a two-step process for selecting interns. First, panels of representatives from the participating schools, USC, the community, and former or current corps members interviewed and evaluated prospective interns, and then USC made the final selection. Prospective interns were recruited by the USC urban program staff from colleges and universities in the Los Angeles area. To be accepted into the program, interns were expected to have

--bachelor's degrees from accredited colleges or universities,

--no more than minimal training in the field of education,

--grade point averages of 2.5 or above out of a maximum of 4, and

--graduate record examination scores of at least 850.

In the selection of interns, exceptions were made for applicants who did not meet the desired eligibility criteria. USC officials stated that such factors as an individual's ethnic background or his desire to work in low-income areas also were given consideration in the final decision.

Teacher Corps guidelines permit the enrollment of outstanding teacher prospects who have only average academic records.

USC records showed that the requirement for a 2.5 grade average had been waived for at least 24 of the 116 interns selected for cycles II, III, and IV. Only one of the 24 interns withdrew from the program. USC records showed also that 28 of the 152 interns selected for cycles I through IV had had either a significant number of previous units in education courses or some teaching experience.

The urban program's recruitment effort for cycles III and IV was focused on obtaining interns from minority groups. The purpose of this objective was to train teachers of the same ethnic backgrounds as those of the children in the participating schools in hopes that such teachers would provide greater incentive for the children to learn and would remain in the school districts upon the completion of their training.

USC records showed that, of 72 interns accepted for cycles III and IV, 47, or 65 percent, were from minority groups. Of the 42 interns from minority groups who had completed the first three cycles, 36, or 86 percent, were teaching or had contracts to teach in low-income areas as of June 30, 1970. The ethnic backgrounds of interns and team leaders who were enrolled in the first four cycles of the urban program are shown in appendix I.

Of the 152 interns enrolled in the program during cycles I through IV, 88 had completed the program and 34 were still participating in the fourth cycle as of June 1970. Thirty, or 20 percent, of the interns dropped out of the program before completion for the following reasons.

Personal or financial problems	8
Entered other educational programs	5
Dissatisfied with program	4
Removed by program administrators	2
Health problems	3
Obtained employment	1
Transferred to another Teacher Corps program	1
Reasons not recorded	6
Total	30

During cycles I through IV, 35 experienced teachers were recruited as team leaders to supervise the interns. Of these, 11 served less than 2 years, 17 completed the program, and seven still were participating in the fourth cycle at the time of our review.

CHAPTER 3

DID USC URBAN TEACHER CORPS PROGRAM STRENGTHEN EDUCATIONAL OPPORTUNITIES AVAILABLE TO CHILDREN IN AREAS HAVING CONCENTRATIONS OF LOW-INCOME FAMILIES?

We believe that the USC urban program strengthened educational opportunities available to children in the schools where corps members were assigned. The participating schools were in areas having concentrations of low-income families.

As a result of the program, corps members provided the children with more individualized and small-group instruction and with new or expanded educational services. Children also were exposed to new teaching methods designed to stimulate their interest in learning. Tests given by corps members in one of the seven school districts to 30 low-achieving children with whom they had worked during an academic year indicated that these children had increased their reading levels by an average 2.4 grades over the period of that year.

The corps members participated in activities in the communities which provided educational opportunities to the children and their parents. About three fourths of the interns who had completed the program as of June 30, 1970, were teaching or had contracts to teach in schools serving low-income areas.

One of the objectives established by the Office of Education for the Teacher Corps program was to bring about changes in a school's instructional methods to strengthen the educational opportunities available to children in the program areas. The urban program was successful in stimulating some lasting changes in methods of instruction. Also some educational services introduced by corps members were adopted by the participating schools after the corps members had completed their assignments. Some school district officials believe that other corps member innovations will be discontinued after Federal funding of the Teacher Corps program ceases because the school districts will not have sufficient financial resources to carry them on.

WORK PERFORMED BY CORPS MEMBERS IN PARTICIPATING SCHOOLS

Corps members were organized in teams, each consisting of a team leader and four to seven interns. In most cases the entire team was assigned to a particular school. In some instances the team members were assigned to more than one school.

Team leaders were responsible for the supervision of interns constituting the team. Their duties included acting as liaisons between the interns and school and university officials; coordinating and planning with the interns their individual and team activities; demonstrating teaching techniques to interns; and evaluating the performance of interns.

Program coordinators in two of the participating school districts informed us that team leaders had worked diligently in performing these functions and generally had been effectively utilized. The program coordinator in another school district stated that the performance of three team leaders was inconsistent in that they had been effective in some areas of responsibility but not in others. He stated that the fourth team leader assigned to his district had utilized his time effectively in meeting all the responsibilities of a team leader and had initiated a program designed to identify Mexican-American students who appeared to have college potential and to encourage them to develop their academic capabilities.

Interns generally worked at the schools to which they had been assigned for 3 days a week during their first year of internship and for 4 days a week during their second year. The interns spent 2 days a week attending classes at USC during the first year and 1 day a week during the second year. Interns also devoted varying portions of their time after school and in the evenings to participating in education-related community activities.

The tasks undertaken by interns varied from school to school. They generally started by observing classroom instruction during the earlier phases of their assignments to schools and later served as assistants to regular teachers. During their 2 years of internship, they sometimes were

assigned to work in cooperation with more than one regular teacher and taught one or more subjects to children in various grade levels.

While assigned to regular teachers, the interns worked with individual, or small groups of, children. (See p. 20 for photographs furnished by USC.) In many cases such instruction was given to children who had language difficulties or disciplinary problems or who were slow learners. In schools in five districts, the interns either introduced or expanded the teaching of English as a second language or the teaching of regular classwork in Spanish to children who spoke little English or who came from homes where English was not the predominant language.

New teaching methods and special educational projects introduced by corps members

In addition to increasing individualized and small-group instruction and permitting an expansion of education programs, the corps members introduced teaching methods not previously used in the schools to which they were assigned. These methods included

--using materials more relevant to the interests of the children in reading classes,

--having children read books written by interns that had been based on stories told by the children about objects which they had photographed,

--stimulating children to learn how to spell by using words in which they had shown a particular interest,

--having children prepare school newspapers as a means of developing writing skills, and

--improving the self-image and confidence of low-achieving children by having them participate in plays or by having them see themselves on closed-circuit television.

Some school officials and regular teachers told us that they had adopted some of the corps members' techniques of teaching reading and creative writing because they believed that such methods would improve student learning. Other school officials stated that they had not made any changes in teaching approaches as a result of their experience with the corps members because they believed that the corps members' innovations were not of particular benefit in educating the children.

We noted that some interns had made studies of certain aspects of the program in conjunction with their work toward master's degrees in education. In the theses which they prepared on the results of these studies, they concluded that some children had become more receptive to learning as a result of their participation in Teaching Corps activities.

We were informed by an official of one school district that corps members in that district had given standardized national reading achievement tests to 30 low-achieving children with whom they had worked during an academic year. The tests were given at the beginning of the school year and at the completion of that year. The results of these tests showed that the children had increased their reading levels by an average 2.4 grades.

The urban program coordinators at two school districts told us that testing the impact of the Teacher Corps on children's learning was difficult because the interns generally did not work in self-contained classrooms for extensive periods of time and because the children may have been affected by other education programs operating simultaneously at some of the schools.

During their assignments some of the corps members were instrumental in the development and operation of learning centers that provided elementary school children with laboratory materials that they could use in developing their knowledge in mathematics, science, and social studies of ethnic groups and cultures. (See p. 24 for photographs furnished by USC.)

One of the centers, the multiethnic learning center, was established at a school as part of its social studies curriculum and served all classes from kindergarten to the sixth grade. The center was intended to provide the children with a means of obtaining an understanding of the many social and ethnic groups in the United States. Such knowledge is transmitted through the use of discussions, lectures, books, tape recordings, artistic representations, and film strips. Parents worked with the corps members in the planning of curriculum, the gathering and preparation of materials, and the daily operation of the center. The school continued operating the center after the corps members had completed their assignments.

Another learning center--a mathematics laboratory--uses special material, visual aids, and measuring devices to make number relationships and computations more meaningful to children. This center is used by all classes at the school where it is located and by teachers for keeping abreast

of new teaching methods in mathematics. The school principal told us that the center had helped children understand mathematical abstractions. The laboratory has been adopted by the school district and is being operated under a State program.

Urban program corps members at another school worked with parents and developed a library on black history. They gathered and cataloged books and magazine articles and placed them in a room that served as a library for students during the day and that was open to parents and members of the community after school hours. After the conclusion of the cycle II program, the library was expanded to include materials beyond those dealing with black history and the school district hired a part-time librarian.

We also found that schools in four districts had modified their curricula or had retained other special projects introduced by corps members. An official in one of these districts informed us that a new mathematics curriculum for underachieving students probably would be adopted by the district after the corps members had completed their assignments. Some school district officials stated that, if Teacher Corps funding were discontinued, the districts probably would not be able to carry on other educational services and teaching methods introduced by corps members because of a lack of funds.

The Teacher Corps goals have included that of having school districts carry on the successful features of the Teacher Corps program after Federal funding ceases. The guidelines furnished to the districts for cycles covered in our review, however, did not contain any provisions requiring the districts to provide specific plans indicating the availability of fiscal support or other resources to enable them to carry on the more effective projects and innovative methods introduced by the corps members. The Teacher Corps guidelines for cycle VI (1971-73) include an explicit requirement for participating school districts to show how successful features of the program ultimately will be integrated into the districts' regular programs.

We consider it important that this requirement be implemented effectively by Teacher Corps officials to help

achieve the fullest measure of benefits reasonably obtainable from the federally funded Teacher Corps program. We believe that the impact of the program will be lessened to the extent that beneficial corps member approaches to educating children will be discontinued after Federal funding ceases.

Comments of school officials on work performed by corps members

During our discussions with principals of schools that participated in the urban program, we generally were told that the activities of corps members at their schools had resulted in benefits to the children with whom they had worked. Among the benefits cited to us were

--increased skill in certain subjects from individualized or small-group instruction,

--increased cultural awareness from field trips and ethnic studies, and

--improved self-image of minority children from participation in ethnic studies and special projects.

The principals of schools that had expanded their programs of teaching regular course work in Spanish and teaching English as a second language spoke favorably of such programs. One stated that the use of the Spanish language to teach classes at his school had enabled Mexican-American children who spoke little or no English to keep up in their academic work. Another principal told us that the expanded program of teaching English as a second language had helped to increase the amount of English spoken by certain Spanish-speaking students and that the expanded understanding of English words and their uses had helped these children with their other school work.

From our interviews with school officials and regular teachers, we learned that they were about equally divided in their opinions as to whether the relationships between the interns and regular teachers were satisfactory. Some stated that the interns needed to be better prepared in basic teaching methods and skills or that they had been too

quick to criticize existing teaching methods. Others stated that the interns' classroom work sometimes had been interrupted by other Teacher Corps activities or that the interns had not always dressed in accordance with the standards desired by school officials and some parents.

We were informed by school officials, regular teachers, and corps members that the teacher-intern relationship generally had improved after the teachers had learned more about the Teacher Corps objectives. One team leader stated that the relationship had improved after the interns had realized that they could not change the school system overnight.

USC officials told us that they recognized the need for improved relationships between interns and the regular school staff. During the 1969-70 school year, a course taken by team leaders on the supervision of student teachers was reorganized to make it more relevant to the team leaders in exercising their functions at the participating schools. The enrollment in the reorganized course was expanded to include regular teachers so that they could gain a better understanding of the urban program and of the ways in which they could contribute to the acceptance and training of interns.

The majority of the participants, both team leaders and regular teachers, considered the course to be helpful in bringing about a better understanding of the urban program objectives and of the role of the corps members in the participating schools. They also stated that the course had helped them to be better prepared for effectively assisting interns in adjusting to the classroom situation and in becoming an integral part of the school staffs.

EDUCATION-RELATED COMMUNITY ACTIVITIES

Although the authorizing legislation does not specifically provide for community activities, Teacher Corps guidelines encourage involvement by corps members in community-based education programs. The Teacher Corps position was based on the belief that children learned not only in school but also from other children both in and out of school and from their parents and that each of these areas must be strengthened if children from low-income families are to receive educations comparable to those of the more advantaged children.

The school districts proposed a number of different objectives for the interns' community activities. In some districts the activities were to be directed toward increasing the interns' knowledge of the school communities, so that, as future teachers, they could be more aware of the experiences and educational needs of the disadvantaged child. Other school districts proposed involving parents in the programs of the schools and providing adult-parent courses.

During our review of the urban program, we found that the corps members' community activities had been directed primarily toward providing extracurricular activities for the children during nonschool hours. These included field trips to museums, zoos, and recreational areas; intramural sports; and special tutoring and reading programs. The corps members also participated in Parent-Teacher Association meetings and visited parents in their homes.

Two principals told us that, as a result of the initiation of home visits by corps members, they had adopted a school policy of having their regular teachers visit children's homes at least once during the school year. They believed that such home visits permitted the teachers to get to know the parents and the students better. An officer of the Parent-Teacher Association at one school told us that the interns had been able to get more parents to participate in the association activities and that this increased participation had strengthened the parent-teacher relationship so that the parents were more inclined to visit the school to discuss problems relating to their children's educations.

The corps members were also instrumental in establishing a day summer educational program for improving language and reading capabilities of children. The program was a cooperative effort that involved corps members, a community action agency, parents in the community, and USC instructors. Approximately 150 children participated in the program for a 7-week period.

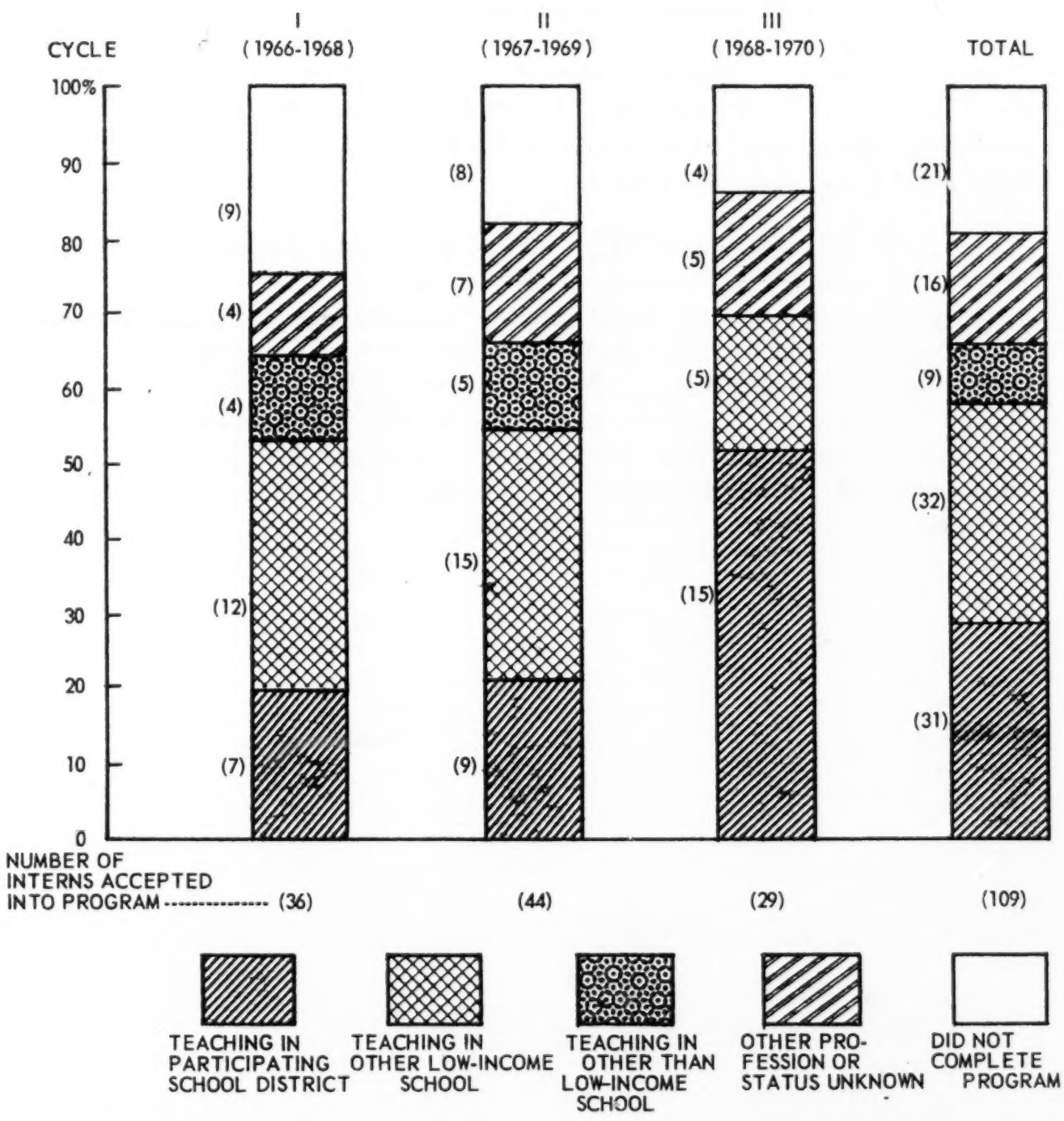
The corps members' activities also included educational programs for adults. In two of the school districts, corps members developed and taught courses in English as a second language to Spanish-speaking adults who were not fluent in the English language.

RETENTION OF CORPS MEMBERS AS REGULAR TEACHERS

The urban program enrolled 152 interns during the first four cycles; 109 of these interns were enrolled during the first three cycles which had been completed at the time of our review. Of the 109 interns, 88 completed the program between 1968 and 1970 and 21 dropped out. As of June 30, 1970, 72 program graduates (82 percent) either were teaching or had contracts to teach. Of these 72 graduates, 63 were in areas serving low-income families and 31 of the 63 were teaching or had contracts to teach in the school districts that participated in the urban program. The status, as of June 30, 1970, of interns who participated in the first three cycles of the urban program is shown by the graph on page 29.

During the first three cycles, 28 experienced teachers served for varying periods of time as team leaders for the urban program. As of June 30, 1970, 21 of the former team leaders were employed by participating school districts, including three who became school principals and three who were teachers in charge of educational activities which had been introduced by the urban program and which had been retained by the districts. Of the other seven former team leaders, four were employed by other school districts or USC, two were deceased, and the occupational status of one was unknown.

STATUS AS OF JUNE 30, 1970 OF INTERNS THAT PARTICIPATED IN CYCLES I, II, III OF THE USC URBAN TEACHER CORPS PROGRAM



CONCLUSION

The urban program strengthened the educational opportunities available to children in schools in low-income areas where the corps members were assigned, which was in line with the applicable legislative objective of the Teacher Corps program. The Teacher Corps interns provided more individualized instruction, introduced new approaches to educating children, and expanded the extracurricular activities available to the children.

Some of the teaching techniques and experiments introduced by the corps members have been adopted by the participating schools or by individual teachers. The corps members also participated in community activities which provided additional educational benefits to children and their parents. Further, 63, or about three fourths of the 88 interns who had completed the program as of June 1970, either were teaching or had contracts to teach in schools in low-income areas.

CHAPTER 4

DID URBAN TEACHER CORPS PROGRAM RESULT IN BROADENING OF TEACHER PREPARATION PROGRAM AT USC?

The USC urban Teacher Corps program had some degree of success in broadening USC's teacher preparation program. USC established a new curriculum to train Teacher Corps interns. This curriculum included new courses, existing university courses that were not included previously in the regular teacher-training program, and the utilization of new techniques to make course content more relevant to preparing interns to teach children from low-income families.

Although USC developed an additional teacher-training program and made certain changes in its regular teacher-training program as a result of its experience with the Teacher Corps, most of the courses that were adapted for Teacher Corps interns were not offered as part of USC's regular teacher-training program.

ACADEMIC COURSE WORK OFFERED TO TEACHER CORPS INTERNS

Teacher Corps interns were required to take up to 66 semester units of academic work, compared with the 43 to 48 semester units required by USC of other graduate students without prior education courses. The urban program curriculum included a number of courses required for a master's degree in education and for qualification for a State teaching credential. The classroom presentation and content of these courses, which normally were offered as teacher preparation courses by the USC School of Education, were modified to be more relevant to the needs of the interns during their training in the classrooms. In addition, consultants were used, workshops were held, and various teaching methods were demonstrated by using children in the classrooms at schools participating in the urban program.

USC developed for the urban program special courses in Mexican-American and black ethnic studies. These courses were offered by the USC College of Letters, Arts, and

Sciences and were designed to provide interns with the necessary knowledge and cultural awareness that they would need in dealing with and teaching minority students. The courses consisted of readings, lectures, and discussions relating to the history and culture of Mexican-American and black people.

Urban program interns also were required to take a course in the teaching of English as a second language to meet the needs of children from Mexican-American families in which English was not the predominant language. This course originally was developed by USC for its rural migrant Teacher Corps program.

The urban program curriculum also included an existing course offered by the USC College of Letters, Arts, and Sciences that was designed to develop in interns an understanding of family life in depressed urban areas. This course was not offered as part of USC's regular teacher preparation program.

We asked cycles III and IV interns whether they believed that the courses provided by USC would benefit students majoring in education in their understanding of teaching methods that could be used in schools in low-income areas. Of 26 interns who responded, all but four believed that some of the courses would be of such benefit because they offered valuable experiences which made the interns more aware of the educational needs of children from low-income families.

INFLUENCE OF TEACHER CORPS ON USC's TEACHER PREPARATION PROGRAM

According to USC officials, the urban program staff, in conjunction with a local school district, organized and helped to administer a teacher-training program modeled after the urban program. The purpose of this program was to provide teacher-training opportunities to about 30 qualified individuals who had applied for internship positions in USC's cycle II Teacher Corps program but who could not be enrolled because of the limited positions available. This program, which was started in 1968, was funded by the local school district, and the participating interns paid the costs of USC's tuition for academic course work. We were

told that the program had been discontinued after 1 year because of a lack of staff and funds.

The urban program staff participated in the development of a teacher education program that was administered by the USC School of Education and that was funded for the 1970-71 school year by a grant from the Office of Education. The program was intended to train teachers to teach English to adults who were not fluent in the language and was modeled, in certain respects, after the urban program.

USC officials informed us that the urban program staff had participated in the initial planning of a course dealing with educational strategies for teaching disadvantaged children. This course subsequently was developed by a non-Teacher Corps instructor and was placed in the USC School of Education curriculum.

The dean of the USC School of Education told us that the urban program had made the School of Education more aware of the need to prepare individuals for teaching children from culturally different low-income families. He stated that, if the Teacher Corps program at USC were discontinued, the School of Education would strive to modify the content of the courses and curriculum that were offered to students in its other teacher preparation programs so that such specialized training still would be available.

The director of the USC Department of Teacher Education, who is also the director of the urban program, said that his department recognized the need for giving students interested in teaching disadvantaged children an option to take courses in such specialized training in meeting the requirements for a master's degree in education. He stated that he would give such students credit for taking the specialized Teacher Corps courses that were offered outside the School of Education. He pointed out, however, that several other teacher-training departments within the School of Education did not permit such courses to count as credit toward a master's degree in education.

During the first 4 years of its operation, the urban program used the services of about 30 instructors to teach course work to interns. Some of these instructors also

taught courses at USC to students who were not in the urban program.

We interviewed eight instructors and were told that five had not changed their teaching techniques or course content in their non-Teacher Corps courses as a result of their experience with the urban program. Two instructors said that they had experimented with teaching techniques of their own while instructing the interns and had applied this experience in working with students who were not in the urban program. One instructor stated that he had used his Teacher Corps experience in the development of a new undergraduate course in education.

We noted that, although the changes made by USC in its regular teacher preparation program appeared to be in line with the objectives of the Teacher Corps program, most of the courses that had been adapted for Teacher Corps interns had not been offered as part of the School of Education's regular teacher preparation program. The director of the USC urban program and the dean of the School of Education informed us that formal procedures had not been established for evaluating the specialized courses and techniques used in the Teacher Corps program to identify those that would warrant inclusion in the School of Education's regular teacher preparation program.

The director of the urban program stated that the program staff had relied on the professional judgment of the Teacher Corps instructors to evaluate the various aspects of the program and to suggest any changes that would be desired. He pointed out that information regarding the program was disseminated within the School of Education through informal discussions among Teacher Corps instructors, urban program personnel, and other faculty members.

We noted that Teacher Corps guidelines issued for the fifth cycle (1970-72) stated that colleges and universities must clearly intend to adopt into their regular teacher education programs those elements which had proved successful in their Teacher Corps programs. The guidelines provided that program proposals specify the new approaches which would be undertaken in the Teacher Corps program and the

timetable for general adoption should these new approaches be evaluated favorably.

The urban program proposal for the fifth cycle stated that the specialized curriculum developed by USC for training corps members to teach delinquent-prone children in inner city schools would be evaluated. During the first year of cycle V, USC submitted its timetable for such evaluation and for inclusion of successful approaches in its regular teacher-training program.

CONCLUSION

The urban program had some success in achieving the Teacher Corps' legislative objective of broadening teacher preparation programs. USC developed a special curriculum for the interns which included new courses and existing courses not previously offered as part of teacher training. Many of the more traditional education courses were modified, and new techniques were used to better meet the needs of the interns in teaching Mexican-American and black children from low-income areas. USC made certain curriculum changes as a result of its experience with the urban program; however, most of the courses that were adapted for the interns were not offered as part of its regular teacher-training program.

USC did not have formal procedures for evaluating the special features used in the first four cycles of the urban program. In accordance with the revised Teacher Corps guidelines, however, USC plans to increase its emphasis on evaluation of its cycle V program which deals with delinquent children and to include successful teaching approaches and other elements in its regular teacher preparation program. We believe it important that the Office of Education stay abreast of USC's progress in its evaluation efforts to assure itself that this important aspect of the program is being implemented effectively.

In our opinion, such a broadened program will be helpful in filling the existing need for more individuals well trained as teachers of children from culturally different low-income families and thereby will enhance the effectiveness of the Teacher Corps program in achieving its legislative objectives.

RECOMMENDATION TO THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE

We recommend that, to make the Teacher Corps program more effective in accomplishing its legislative objectives, the Secretary of Health, Education, and Welfare provide for the Office of Education to stay abreast of USC's progress in evaluating teaching approaches introduced under its latest urban Teacher Corps program to assure itself that the successful features of the Teacher Corps are included in

teacher preparation courses for other students interested in teaching in low-income areas.

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The Assistant Secretary, Comptroller, HEW, commented on a draft of this report by letter dated April 29, 1971. (See app. II.) He stated that the report presented an accurate account of the strengths and weaknesses of the urban program, that the conclusions were sound, and that the recommendations were sufficiently objective to produce action needed to make the Teacher Corps program more effective. He pointed out that HEW's comments were the product of a review of the report by cognizant HEW and Office of Education officials and of the responses from the director of the urban program, the dean of the USC School of Education, and local school officials associated with the program.

The Assistant Secretary said that Teacher Corps headquarters would redouble its efforts to stay abreast of the progress of the urban program and would see that successful elements were incorporated into USC's regular teacher-training program.

CHAPTER 5

ROLE OF CALIFORNIA DEPARTMENT OF EDUCATION IN USC URBAN PROGRAM

Teacher Corps legislation requires that the appropriate State educational agency approve program proposals submitted by universities and local school districts. The Office of Education encourages State agencies to review proposals in the light of the State's educational objectives and priorities.

Officials of the California Department of Education informed us that, because the local school districts and universities generally developed their Teacher Corps programs directly with the Office of Education, the department had limited its role to reviewing program proposals and to notifying the Office of Education of their approval. They stated that representatives from the department had made visits to certain colleges and school districts to encourage the submissions of program proposals for cycles V and VI.

The department officials informed us that they would prefer to take a more active role with respect to Teacher Corps programs in California but that the department did not have the resources to participate more extensively in programs in which it was not involved directly as a grantee.

The department official responsible for reviewing Teacher Corps proposals stated that he believed that the work done in school districts by corps members and graduates of the Teacher Corps program had had some impact on education in California. He believed that the impact could best be demonstrated through studies or evaluations of the effect of the corps members on the learning abilities of children. He stated that he would be interested in receiving reports on any such studies and would disseminate such reports to other educational institutions in California.

We were informed that the department had not received copies of USC's reports on the results of its completed cycles of the urban program. We brought this to the attention of the urban program staff and were informed that copies of

the reports would be sent to the department. Although the reports do not contain quantitative evaluations of the corps members' effect on children, they contain information that may be of some benefit to the department and other educational institutions in California in learning about the specialized training, experiments, and teaching techniques used in the urban program.

CONCLUSION

The effectiveness of the Teacher Corps programs in California could be enhanced through broader dissemination by the California Department of Education of information concerning experiments and teaching techniques successfully used in the Teacher Corps programs in the State. We believe that such information would be of benefit to other educational institutions in the State, particularly those that have not undertaken Teacher Corps programs.

RECOMMENDATION TO THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE

We recommend that the Secretary of Health, Education, and Welfare provide for the Office of Education to discuss with the California Department of Education the most appropriate means of disseminating information concerning experiments and teaching techniques successfully used in Teacher Corps programs in California to other educational institutions in the State, particularly those not participating in Teacher Corps programs.

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The Assistant Secretary stated that Teacher Corps headquarters would work with USC to ensure that future reports describing the status of Teacher Corps programs at USC would be disseminated to appropriate officials in the California Department of Education. He stated also that Teacher Corps headquarters would encourage officials in the California Department of Education to make increased efforts to disseminate information on successful elements of the Teacher Corps programs and other teacher-training programs throughout the State.

CHAPTER 6

SCOPE OF REVIEW

We reviewed the legislative history of the Teacher Corps program and the related policies, procedures, and guidelines of the Office of Education. We reviewed records relating to corp member selection, corps member activities in the schools and USC, retention of corps members in teaching after completion of corps service, and various administrative aspects of the program. Our review was made at the Teacher Corps headquarters in Washington. D.C.; at USC; and at the seven participating school districts in Los Angeles and Riverside Counties.

We also interviewed interns and team leaders, instructors and teachers at USC and local schools, USC and local school officials, members of the local communities, Teacher Corps officials, and officials of the California Department of Education. Our fieldwork was concerned primarily with the activities of the first cycles, since the fifth cycle had just started at the time of our review.

APPENDIXES

APPENDIX I

GENERAL INFORMATION ON INTERNS AND TEAM LEADERS

ACCEPTED INTO USC URBAN PROGRAM

	Total accepted	Sex		Ethnic group			
		Male	Female	White	Black	Mexican-American	Other
INTERNS:							
Cycle:							
I (1966-68)	36	16	20	22	10	2	2
II (1967-69)	44	22	22	27	11	2	4
III (1968-70)	29	14	15	13	7	8	1
IV (1969-71)	43	29	14	12	16	14	1
Total	152	81	71	74	44	26	8
TEAM LEADERS:							
Cycle:							
I (1966-68)	8	5	3	2	4	2	-
II (1967-69)	13	7	6	3	9	1	-
III (1968-70)	7[a]	4	3	2	3	2	-
IV (1969-71)	7	2	5	3	3	-	1
Total	35	18	17	10	19	5	1

[a]This does not include three team leaders who also participated in the latter part of cycle II.

APPENDIX II

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

APR 29 1971

Mr. Philip Charam
Associate Director
United States General Accounting Office
Washington, D.C.

Dear Mr. Charam:

The Secretary has asked that I reply to your letter dated February 19, 1971, with which you forwarded the draft report of the General Accounting Office review of "Assessing the Impact of the Teacher Corps Program at the University of Southern California and Participating Schools in Los Angeles and Riverside Counties in California". We appreciate the opportunity to review and comment on the report, the conclusions and recommendations.

The report indicates that a very comprehensive review was performed and presents an accurate account of the strengths and weaknesses of the Teacher Corps University of Southern California Program. The conclusions are sound and the recommendations are sufficiently objective to produce required remedial action to make the Teacher Corps Program more effective.

Detailed comments on the recommendations, together with the statements of actions to be taken to implement them, are set forth in the enclosure hereto. They are the product of a review of the report by cognizant Departmental and Office of Education staff and the responses from the Director of the Program at University of Southern California, the Dean of the School of Education, Department Chairman and local school officials associated with the program.

Sincerely yours,

James B. Cardwell
Assistant Secretary, Comptroller

Enclosure

APPENDIX II

Department of Health, Education, and Welfare
Comments Pertinent to the Draft of Report to the Congress of the United States by the Comptroller General of the United States on Assessing the Impact of the Teacher Corps Program at the University of Southern California and Participating Schools in Los Angeles and Riverside Counties in California

The GAO recommended that the Secretary provide for the Office of Education to stay abreast of the University's progress in evaluating teaching approaches introduced under its latest urban Teacher Corps program to assure itself that the successful features of Teacher Corps are included in teacher preparation courses for other students interested in teaching in low-income areas.

Department Comment

We concur in the recommendation.

Teacher Corps Washington will redouble its efforts to stay abreast of the Fifth Cycle Teacher Corps corrections program which has fourteen months left to run at the University of Southern California-Urban Teacher Corps Program.

The rural-migrant program which was funded for the Sixth Cycle and will operate at University of Southern California will provide Teacher Corps Washington with another link with the University. Efforts will be made to see that successful elements from both Fifth Cycle corrections program and the Sixth Cycle training program will be incorporated into the regular teacher training program at the University.

The GAO recommended that the Secretary provide for the Office of Education to discuss with the California State Department of Education the most appropriate means of disseminating information concerning experiments and teaching techniques successfully used in California's Teacher Corps programs to other educational agencies in the State, particularly those not participating in a Teacher Corps program.

Department Comment

The Teacher Corps Washington will work with the University of Southern California to ensure that in the future reports describing the status of the Teacher Corps programs at the University of Southern California are disseminated to the appropriate officials in the State Department of Education.

APPENDIX II

As GAO recognizes, the Teacher Corps Washington has no jurisdiction over the activities of the State Department of Education in California. However, it will encourage the appropriate officials in the State Department of Education to make increased efforts to disseminate successful elements in the Teacher Corps programs and other teacher training programs throughout the State.

APPENDIX III

GAO REPORTS ON REVIEWS OF TEACHER CORPS PROGRAM AT SELECTED UNIVERSITIES AND LOCAL EDUCATIONAL AGENCIES

Report title	B-Number	Date issued
Assessment of the Impact of the Teacher Corps Program at the University of Miami and Participating Schools in South Florida	B-164031(1)	Apr. 16, 1971
Assessment of the Teacher Corps Program at Northern Arizona University and Participating Schools on the Navajo and Hopi Indian Reservations	B-164031(1)	May 13, 1971
Assessment of the Teacher Corps Program at Western Carolina University and Participating Schools in North Carolina	B-164031(1)	May 20, 1971

APPENDIX IV

PRINCIPAL OFFICIALS OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE HAVING RESPONSIBILITY FOR THE ACTIVITIES DISCUSSED IN THIS REPORT

	Tenure of office	
	From	To
SECRETARY OF HEALTH, EDUCATION, AND WELFARE:		
Elliot L. Richardson	June 1970	Present
Robert H. Finch	Jan. 1969	June 1970
Wilbur J. Cohen	Mar. 1968	Jan. 1969
John W. Gardner	Aug. 1965	Mar. 1968
ASSISTANT SECRETARY (EDUCATION), DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE:		
Vacant	June 1970	Present
James E. Allen, Jr.	May 1969	June 1970
Peter P. Muirhead (acting)	Jan. 1969	May 1969
Lynn M. Bartlett	July 1968	Jan. 1969
Paul A. Miller	July 1966	July 1968
Francis Keppel	Oct. 1965	May 1966
COMMISSIONER OF EDUCATION:		
Sidney P. Marland, Jr.	Dec. 1970	Present
Terrel H. Bell (acting)	June 1970	Dec. 1970
James E. Allen, Jr.	May 1969	June 1970
Peter P. Muirhead (acting)	Jan. 1969	May 1969
Harold Howe, II	Jan. 1966	Dec. 1968
Francis Keppel	Dec. 1962	Jan. 1966

U.S. GAO, Wash., D.C.